DOCUMENT RESUME

ED 264 152 SO 016 889

AUTHOR Thomas, Paul F.
TITLE Japan in the Provincial Educational Curricula of Canada.
INSTITUTION Victoria Univ. (British Columbia).
PUB DATE 85
NOTE 50p.; For related documents, see SO 016 890-891.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Asian Studies; Comparative Education; Course Content; *Curriculum Design; *Curriculum Development; Curriculum Research; Educational Research; Elementary Secondary Education; Foreign Countries; *Social Studies
IDENTIFIERS *Canada; *Japan

ABSTRACT

This paper presents findings of a study conducted to identify where and how Japan is taught in the Canadian social studies curriculum. Social studies guidelines were obtained from the various provincial ministries of education in Canada and carefully scrutinized for treatment of Japan in the social studies. Findings are presented through a series of seven tables with brief annotations. The foci of the tables are as follows: specific indication of Japan studies in Canadian social studies, areas of possible integration of Japanese content within the Canadian curriculum, proportion of existing courses devoted to treatment of Japan, titles of Japan-related courses, available resources for teaching about Japan, and a survey of Japan content by topic, grade, and province. A summary of findings indicates that treatment of Japan in the Canadian social studies curriculum varies substantially by province. In some provinces, study of Japan is mandated in junior high school world studies or high school world history on global issues courses. In other provinces, Japan is treated in elementary units on neighborhoods. In at least one province, study of Japan is not required at any level. Recommendations for where Japanese studies could be infused are provided. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Paul F. Thomas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED264152

JAPAN in the PROVINCIAL EDUCATIONAL CURRICULA of CANADA

By:

Dr. Paul F. Thomas

University of Victoria
B.C., Canada

SP 016 889

JAPAN IN THE PROVINCIAL EDUCATIONAL CURRICULA OF CANADA

BY:

PAUL F. THOMAS, PH.D.

FACULTY OF EDUCATION
UNIVERSITY OF VICTORIA
BOX 1700
VICTORIA, B.C.
CANADA, V8W 2Y2

Assisted by:

- *Randy Hetherington*
- *Tracy Wanless*

© 1985

CONTENTS

	Page
Scope and Purpose	ii, iii
List of Tables	iv
Tables 1 and 2	1, 2
Summary of Table 2	3
Trends in Tables 1 and 2	4
Tables 3 to 7	5 to 19
Summary of Japan content	20 to 25
References	26 to 28

SCOPE AND PURPOSE OF THIS DOCUMENT

This paper is the first instance of the investigation of a foreign country as a desideratum of study in the social-studies curricula of Canada. It was not until the mid 1960's that the very status of Canada in the trans-national curricula came under intense scrutiny for the first time, with the creation of the Canada Studies Foundation. Canada Studies were clearly necessary if Canadians were to possess more than a most rudimentary consciousness of their nationhood as a mere string of shopping plazas along the 49th parallel, or worse still, as an abject abreaction to "American cultural influences."

Just as an individual must develop a resilient ego structure before he or she can relinquish the more puerile, albeit self-imposed limitations of that ego structure in order to attain a higher stage of personal development, so too a people must obviously become a nation before they can become an inter-nation. Canadians do not earn their livelihood by taking in one another's laundry. Rather they depend on international trade; so an inter-nation they must become. Their very economic survival depends on it.

Clearly then, there is a strong case to be made for fostering international awareness and global consciousness through our social studies curricula. Certainly the processes for doing so are well under way in a number of jurisdictions.

Reasons for our interest in Japan -- Where then does Japan fit into this scheme of things? In a nutshell, Japan can be considered as the quintessential prototype of the successful inter-nation in the world today. The apogee of her militant national ego-development was attained in the 1930's and World War II, since then transcended by a higher level of international consciousness more popularly epitomized as the Japanese miracle. Rising like the proverbial phoenix from the ashes of war, and possessing a paucity of strategic industrial resources, Japan today has a gross national product second only to that of the United States, but (because of a smaller population than the American) a per capita income that is first among industrial powers. Quite remarkably Japan supports a population of 140 million people in an area one-third the size of Canada's British Columbia, while Canada possessing twenty-seven times the land area of Japan is unable to provide a satisfactory livelihood for all of its mere twenty-five million inhabitants. In effect, Japan supports 150 times as many persons per square kilometre as Canada does.

The factors underlying this incredible economic viability are pre-eminently worthy of study for the lessons that inhere for Canada and the rest of the world. These factors are not the subject of this document but they need to be considered more deeply at the appropriate places in the social-studies curricula of the various Canadian provinces. Suffice it to say here that Japan has capitalized on her natural situation and human resources in a way that is paradigmatic for the rest of the world. Japan as the hearth of technological innovation, and workshop of the Pacific, depends on absolute freedom of the seas and therefore has a stake in global peace second to no other nation. Japan (after the United States of America) is Canada's second most important trading partner. The two nations share the Pacific Rim in mutually complementary ways with enormous synergistic potential yet to be developed.

The place of Japan in Canadian social studies curricula -- If Japan is the paradigmatic case-study for launching into the pivotal, international, economic, political and geographical realities of our times, then the study of Japan tends to

be generally understated in our provincial social-studies curricula. This teaching should be apparent from even a casual perusal of the various tables in this document. The teaching of Japan cannot have a place at every grade level, as some of these need to be reserved for the home-region, home-country, and other world regions and issues. Therefore the indications of Table 1 (see p. 1) are not unreasonable. However, for grades and topics when Japan may be treated, Japan is as often ignored as dealt with (see Table 2, p. 2 ; Table 4, pp. 6 to 9; Table 5, pp.10 to 14). The reasons for bypassing the treatment of Japan can be shown to be due to one of:

a) lack of teacher-awareness of the issues, teaching resources and/or possibilities.

b) dearth of teaching resources for a particular grade and topic.

As can be seen from Table 6 (see pp.15 to 18), resources for teaching about Japan are best developed in the intermediate division (grades 7-10) geography courses, and senior division (grades 10-12) courses in economic geography, regional geography and world problems. Even so, these courses are not available in all provinces of the country.

The greatest gaps, between what is possible and what actually occurs regarding the treatment of Japan, tend to be found in the social-studies curricula particular to grades 1, 2, 6, 9 and 11.

As an incipient initiative that might prompt teachers to fill these gaps in their own way, a document entitled Suggestions, Resources and Activities for Teaching About Japan has been prepared under separate cover.[1]

Method and limitations of the present study -- The documents listed in the References section of this paper (see p.26) were obtained from the various provincial ministries of Canada and carefully scrutinized for their treatment of Japan in the social-studies teaching units. The dates indicated on the documents represented the most recent material available to us. Most provinces, however, observe a cyclic review process by which interim documents for specific grades may be released to schools. We do not claim to have seen all such interim documents. By the same token the cyclic review process often becomes stalled or suspended owing to shifts in the provincial political winds, changes of personnel, revisions of priorities and other factors associated with the vagaries of democratic political systems.

The present document at best can only provide a static slice of a dynamic reality. We believe that this slice is reasonably representative of established or written policy. One must understand of course that in Canada, teaching practices are not as circumscribed by written policy as might be the case in some other countries. Indeed there are teachers doing more with the curricular treatment of Japan than they technically have to.

Acknowledgements -- The motivation for the present undertaking stems from first-hand observations of Japanese society afforded to me in the summer of 1984 under the auspices of the Japan Institute for Social and Economic Affairs. When coming back to Canada after that study tour, I felt as if I were returning to a Third World country - so great was the perceived contrast between the cultural and economic ebullience of the Japanese vis a vis the rudderless Canadian situation.

I would also like to express my indebtedness to my research assistants Randy Hetherington and Tracy Wanless for their perseverance in wading through and helping me make sense of a morass of minute details.

Paul F. Thomas

---

[1] Available from the author at the address indicated on the title page of the present document at the cost of replication.

LIST OF TABLES

Table	Title	Page(s)
1	Specific indications for Japan content in the Canadian social studies curricula by province (or territory) and grade level.	1
2	Areas of possible integration of Japan content with the Canadian curricula by province and grade level.	2
3	Proportion of course devoted to mandatory study of Japan.	5
4	Course titles and unit topics by grade range and province, wherein the teaching about Japan is either mandated or permitted.	6 - 9
5	Course titles and unit topics by subject and province that mandate or permit teaching about Japan.	10 - 14
6	Resources for teaching about Japan by province and grade level.	15 - 18
7	Japan content by topic, grade and province.	19

TABLE 1 -- Specific indications for Japan content in the Canadian Social Studies curricula [1] by province (or territory) and grade level.

Grade \ Province [2]	B.C.	Alta.	Sask.	Man.	Ont.	Que.	N.B.	N.S.	P.E.I.	Nfld.	Y.T.	NWT.
1.	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
2.	- - -	j	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
3.	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
4.	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
5.	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
6.	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
7.	- - -	- - -	j	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
8.	j	- - -	- - -	- - -	- - -	- - -	j	- - -	- - -	- - -	- - -	- - -
9.	j	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
10.	- - -	- - -	- - -	- - -	- - -	- - -	- - -	j	- - -	- - -	- - -	- - -
11.	- - -	j	- - -	- - -	- - -	j	- - -	j	- - -	- - -	- - -	- - -
12.	j	- - -	- - -	- - -	- - -	- - -	j	j	- - -	- - -	- - -	- - -
13.	x	x	x	x	- - -	x	x	x	x	x	x	x

Key : j - Japan content is specifically indicated (prescribed)

- - - no specific Japan content is indicated. See Table 4 as to whether Japan content is possible

x - not applicable

[1] Source : original compilation from various documents. [2] See Table 2 for "key" to provinces.

TABLE 2 --Areas of possible integration of Japan content with the Canadian curriculum by province and grade level.[1]

Grade \ Province[2]	B.C.	Alta.	Sask.	Man.[a]	Ont.	Que.	N.B.	N.S.	P.E.I.	Nfld.	Y.T.	NorthWest Territories
1	Jp	Jp	Jp	Jp				Jp		Jp	b	c
2	Jp	Jp	Jp					Jp		Jp	b	c
3	Jp	Jp		Jp						Jp	b	c
4				Jp				Jp		Jp	b	c
5								Jp			b	c
6	Jp	Jp									b	c
7	Jp	Jp	Jp	Jp				Jp		Jp	b	c
8	Jp	Jp		Jp			Jp	Jp		Jp	b	c
9	Jp					Jp	Jp	Jp			b	c
10	Jp			Jp	Jp			Jp			b	c
11	Jp	Jp	Jp		Jp	Jp	Jp	Jp	Jp	Jp	b	c
12	Jp	Jp	Jp	Jp	Jp		Jp	Jp	Jp	Jp	b	c
13	x	x	x	x		x	x	x	x	x	x	x

Key :

Jp (Japan possible) ; area of possible integration

x Not applicable

[a] based on interim revision of 1979

[b] similar to British Columbia

[c] Similar to Alberta

[1] Original compilation based on most recent documents available.

[2] Abbreviations for the above provinces and territories are as follows: B.C. = British Columbia; Alta. = Alberta; Sask. = Saskatchewan; Man. = Manitoba; Ont. = Ontario; Que. = Quebec; N.B. = New Brunswick; N.S. = Nova Scotia; P.E.I. = Prince Edward Island; Nfld. = Newfoundland; Y.T. = Yukon Territories; N.W.T. = Northwest Territories.

Summary of TABLE 2

Most provinces show potential for integration of Japan content at all levels of education with the exceptions of Ontario, Quebec and P.E.I. Curriculum materials for the territories are largely based on the B.C. and Alberta curricula with a heavier emphasis on native cultures. Therefore integration of Japan content would be slightly more difficult in the elementary grades.

Trends shown in TABLES 1 and 2.

1. 83 % of specified Japan content is found at the high school level.
2. Grades 4 and 5 tend to focus on Canadian Studies through all the provinces.
3. Japan is usually discussed in relation to three particular concepts:
   a) industrialization
   b) imperialism
   c) physical geography
4. The main areas for possibly introducing Japan to the curriculum appear to be grades 1, 2, 10, 11, 12:
   grades 1 and 2 in terms of the family and daily life;
   grades 10, 11, and 12 in terms of international and global issues.

Note: Activities have been designed for three of these key areas in Suggestions, Resources and Activities for Teaching About Japan, a seed document for integrating Japan content into the Canadian Social Studies curricula.

TABLE 3 --- Proportion of course devoted to mandatory study of Japan [1]

Province	Course	Time given to study of Japan (as a percentage of the course.) [a]
British Columbia	Social Studies 8	10 %
"	Social Studies 9	5 %
"	History 12	2 %
Alberta	Social Studies 11	6 %
"	Neighbourhoods and Communities (Grade 2)	2 %
Saskatchewan	Geography of the Eastern Hemisphere	13 %
Quebec	Geography 512	13 - 25 %
"	History 512	35 %
"	Geography 51	14 %
New Brunswick	Social Studies 8	5 %
"	Geography 122	6 %
Nova Scotia	Asia : It's Land and People	6 %
"	Geography of Asia	10 %

[a] Percentages are used instead of time periods because the lengths of the courses indicated are highly variable. Percentages therefore give a better basis of inter-regional comparison.

[1] Source : Social Studies Provincial Curriculum Guides

TABLE 4 -- Course titles and unit topics by grade range and provinces, wherein the teaching about Japan is either mandated or permitted.[1]

Province / Grade Level	British Columbia	Alberta	Saskatchewan
K – 6	○ Families (1) ○ Communities (2) ○ Interaction of Communities (3) ○ Canadians and Their World Neighbours (6)	* Neighbourhoods and Local Communities (2) ○ Families (1) ○ Lifestyles in Other Times and Places (3) ○ Meeting Human Needs (6) ○ All About Me (K)	○ Learning About Families (1) ○ Learning About Communities (2)
7 – 9	* Social Studies (8) * Social Studies (9) ○ World Past (7) ○ Social Studies (10)	○ People and Their Culture (7) ○ People and Their Institutions (8) ○ People and Their Technology (9)	* Mountainous Regions Unit IV (7)
10 – 12	* History (12) ○ Social Studies (11) ○ Geography (12)	* Global Issues (11) * Social Studies (11) ○ Participatory Citizenship (10) ○ Global Issues (12) ○ Anthropology 30 ○ Economics 20 ○ World Geography 30 ○ Macro Economics 30 ○ Micro Economics 30 ○ International Politics 30 ○ World Religions 30	○ Social Studies 20 ○ The Geography of Population

TABLE 4 — Course titles and unit topics by grade range and provinces, wherein the teaching about Japan is either mandated or permitted. (cont'd)

Province / Grade Level	Manitoba	Ontario	Quebec
K – 6	° Families (1) ° Communities (2) ° World Communities (4)		
7 – 9	° Unit IV Patterns and People Around the World (7) ° Unit III Non-Western Life-styles (8)		° History 310 (9) The Evolution of the Modern World ° Geography 310 (9) Regional Geography of the World
10 – 12	° Unit VIII Interaction Social Studies 100/101/104 ° Social Studies 300 (12) Global Concerns ° History 300 World Politics Since 1945. Special Studies	° Europe and Asia (10) ° Urban Studies (11/12) ° World Politics (11/12) ° World Geography Pt.II (12)	* Geography 512 (11) The Great Powers and International Exchanges * History 512 (11) Contemporary World History * Geography 51 (675A) (11)

TABLE 4 -- Course titles and unit topics by grade range and provinces, wherein the teaching about Japan is either mandated or permitted. (cont'd)

Province / Grade Level	Nova Scotia	Prince Edward Island	Newfoundland
K – 6	° Families (1) ° Communities (2) ° People and Their Changing Environment (4) ° Canada and the World's People (5)		° Living in the Immediate Environment (K) ° Living Together at Home, at School, and in the Neighbourhood (1) ° The Local Community (2) ° Meeting the Needs of Communities (3) ° Communities in Canada and the World (4)
7 – 9	° Civics and Citizenship (7) The Individual and Local Government ° Civics and Citizenship (8) Provincial Government ° Civics and Citizenship (9) Federal Government		
10 – 12	* Geography- Asia: It's Land and People (10) * Geography of Asia (11) ° Twentieth Century World (10) ° Physical Landscapes (11) ° Canada Studies - Canada and the World (11) ° Modern World Problems (11) ° Sociology (12) ° Economics-National and International	° Modern World History (11) ° Modern World Problems (12)	° World Geography and Culture (11) ° History of Man and Civilization (11) ° Twentieth Century World (12) ° Contemporary Global Issues and Concerns (12) ° Industry, Technology and Society Technology : Man or Servant (12)

TABLE 4 -- Course titles and unit topics by grade range and provinces, wherein the teaching about Japan is either mandated or permitted.(cont'd)

Province / Grade Level	New Brunswick	Yukon Territory	NorthWest Territories
K – 6	° International Relations Democratic Process (K-6)	Similar to B.C.	Similar to Alberta
7 – 9	* Social Studies (8)	"	"
10 – 12	* Geography 122 (12) Unit III Industry ° Economics 122 (11/12) International Economics	"	"

Key :
° optional teaching about Japan is permitted.
* teaching about Japan is prescribed.

[a] Bracketed numbers refer to grade levels

[1] Original compilation from various sources.

TABLE 5 --- Course titles and unit topics by subject and province that mandate or permit teaching about Japan.[1]

Subject \ Province	British Columbia	Alberta	Saskatchewan
Social Studies	°Families °Communities °Interaction of Communities °Canadians and their World *Neighbors *Social Studies (grade 8) [a] *Social Studies (grade 9) °Social Studies (grade 10) °Social Studies (grade 11)	*Neighborhoods and Local Communities °Families °Lifestyles in other times and places °Meeting Human Needs °Social Studies (grade 8) °Social Studies (grade 9) *Social Studies (grade 10) *Social Studies (grade 11)	°Learning about Families °Learning about Communities °Social Studies 20
Geography	°Geography (grade 12)	°People and their Culture °World Geography 30	*Mountainous Regions (grade 7) °The Geography of Population
History	*History (grade 12) °World Past (grade 9)	- - - - - -	- - - - - -
Social Science	- - - - - -	*Global Issues (grade 11) °Global Issues (grade 12) °Anthropology 30 °Economics 20 °Macro Economics 30 °Micro Economics 30 °International Politics 30	- - - - - -

TABLE 5 --- Course titles and unit topics by subject and province that mandate or permit teaching about Japan. (cont'd)

Province / Subject	Manitoba	Ontario	Quebec
Social Studies	°Families °Communities °World Communities °Non-Western Lifestyles °Social Studies 100/101/104 °Social Studies 300	- - - - - -	- - - - - -
Geography	°Patterns and People around the World (grade 7)	°Europe and Asia	°*Geography 310 *Geography 512 Geography 51 (675A)
History	°History 300	- - - - - -	°*History 310 History 512
Social Science	- - - - - -	°Urban Studies °World Politics °World Geography Part II	- - - - - -

TABLE 5 — Course titles and unit topics by subject and province that mandate or permit teaching about Japan. (cont'd)

Province / Subject	Nova Scotia	Prince Edward Island	Newfoundland
Social Studies	°Families °Communities °People and their changing Environment °Canada and the World's People	- - - - - -	°Living in the Immediate Environment °Living together at home, at school and in the Neighborhood °The Local Community °Meeting the Needs of Communities °Communities in Canada and the World
Geography	*Asia - its Land and People (grade 10) *Geography of Asia (grade 11) Geography - Physical Landscapes	- - - - - -	°World Cultures °World Geography and Culture
History	°History - Twentieth Century World	°Modern World History	°History of Man and Civilizations °World History - Twentieth Century World

TABLE 5 --- Course titles and unit topics by subject and province that mandate or permit teaching about Japan. (cont'd)

Province / Subject	Nova Scotia	Prince Edward Island	Newfoundland
Social Science	°Civics and Citizenship (grade 7) °Civics and Citizenship (grade 8) °Civics and Citizenship (grade 9) °Canadian Studies °Modern World Problems °Sociology (grade 12) °Economics - National and International	°Modern World Problems	°Contemporary Global Issues and Concerns °Industry, Technology and Society

TABLE 5 --- Course titles and unit topics by subject and province that mandate or permit teaching about Japan. (cont'd)

Province / Subject	New Brunswick	Yukon Territories	Northwest Territories
Social Studies	°International Relations °Democratic Process *Social Studies (grade 8)	similar to British Columbia	similar to Alberta
Geography	*Geography 122	similar to British Columbia	similar to Alberta
History	- - - - - -	similar to British Columbia	similar to Alberta
Social Science	°Economics 122	similar to British Columbia	similar to Alberta

KEY:
° optional teaching about Japan permitted.
* prescribed teaching about Japan.

[a] -Numbers 7 to 12 inclusive refer to grades
-122 refers to grade 11
-20 refers to grade 10
-30 or 300 series refers to grade 11, 12 or senior division courses
-51, 512 refer to most advanced senior courses

[1] Original compilation from various documents cited under References at the end of this document.

TABLE 6 --- Resources for teaching about Japan, by province and grade level [1]

Prov. / Grade level	British Columbia	Alberta	Saskatchewan
K – 6	○ P.E.M.C. Videotape Series Families VSO 203 - 07 ○ P.E.M.C. Videotape Series Communities VSO 512 - 14 ○ McKeown et.al. Asia (World Studies Inquiry Series) Addison Wesley.	------	○ Boardman,G.R. Living in Tokyo Thomas Nelson, 1970. ○ Kenworthy & Gidal. Families Live Everywhere. Ginn & Co.,1970. ○ King, F. et.al. Families and Social Needs. Laidlaw Bros. 1968. ○ Kirk, Ruth. Sigami: A Japanese Village Girl. Harcourt,Brace,World 1968. ○ Peterson,L. How People Live in Japan. Benefic Press, 1963. ○ Schloat,G.W. Junichi: A Boy of Japan Alfred A. Knopf, 1964.
7 – 9	○ Clee & Hildebrand. Through Europe and Asia. Holt, Rhinehart & Winston. ○ Innes. Our World of Change McGraw Hill, Ryerson. ○ Kemball. Canada and the World Bk.1. Oxford University Press. ○ West. The Human Side of World History 1400-1800 Ginn & Co.	------	------

TABLE 6 --- Resources for teaching about Japan, by province and grade level (cont'd)

Prov. / Grade level	British Columbia	Alberta	Saskatchewan
10 – 12	°Browne. World History II 1900-1968. Gage & Co. °Catchpole. A Map History of the Modern World. Clarke-Irwin.	*Molyneux & Olsen. World Prospects - A Contemporary Study. Prentice-Hall 1979. *Fagan & Andrews. Challenge For Change - A Geographical Approach to Selected World Issues. McGraw - Hill	- - - - - -

TABLE 6 — Resources for teaching about Japan, by province and grade level (cont'd)

Prov. / Grade level	Nova Scotia	Prince Edward Island	Newfoundland
K – 6	°The World of People: The Eastern Hemisphere. McGraw Hill-Ryerson, 1975. (5) °World Communities. Ginn & Co.. 1981. (5)	- - - - - - -	°Around Our World (4)
7 – 9	*Canadian Oxford School Atlas 4th edition. Oxford Univ. Press, 1979. °The Japanese Canadians. Thomas Nelson & Sons (Canada) Ltd, 1983. (8) °Through Europe & Asia. Holt, Rhinehart, Winston Canada Ltd., 1981. (9)	- - - - - - -	°Introducing Earth Part II revised edition, 1979 (7/8) °The New Exploring World History (7/8)
10 – 12	°The World of Business. John Wiley & Sons Ltd., 1981. °The World of Economics. McGraw Hill-Ryerson, 1975. o Great Decisions. Allyn & Bacon, 1975. °World Prospects. Prentice - Hall, 1980. °Industrialism, Imperialism & War. Pergamon of Canada Ltd., 1977	*Westward to Asia. D. Clee & W. Hildebrand. Holt,Rinehart,Winston. *Geography 10 - 12 Guide. No. 39, 1979.	°Twentieth Century World °Inside World Politics

TABLE 6 --- Resources for teaching about Japan, by province and grade level (cont'd)

Prov. / Grade level	Manitoba	Ontario	Quebec	New Brunswick	Yukon and NorthWest Territories
K – 6	°The Japanese Canadians Thomas Nelson & Sons (Canada) Ltd, 1983.	- - - -	- - - -	- - - - - - - -	- - - - - - - -
7 – 9	- - - - - - -	- - - -	- - - -	- - - - - - - -	- - - - - - - -
10 – 12	- - - - - - -	- - - -	- - - -	°Man's Economic World Balins, Sweet&Thomas Holt, Rhinehart & Winston, 1971. (11/12) °Modern Perspectives Trueman, Schaffer, Stewart & Hunter. °China-Japan-Korea Schwartz, H. MacMillan of Canada	- - - - - - - -

Key : ° optional text
* prescribed text
- - - not specified

[1] Original compilation from perusal of various curriculum documents.

TABLE 7 -- Japan - content[a] by topic, grade[b] and province. [1]

Topic	B.C.	Alta.	Sask.	Man.	Ont.	Que.	N.B.	N.S.	P.E.I.	Nfld.	NWT[c] Y.T.[d]
Family	1	1	1	1				1			
Community	2, 3	2	2	3, 4				2		2,3,4	
Neighbourhood		2								1	
Cultural Studies	6	3,6,7, 8	11	7	10		8	5,11		8	
Imperialism	12,8										
Nationalism											
Industrialization	9				11,12		11,12			12	
World War II	12										
Ancient History	8,7,12			8		9	10			11	
Resources / Environment	11,12			10	11,12		10,11	4			
Government / Politics	11	10		1,10, 12	11, 12		1, 6	7, 8, 9			
Technology	9	9					10,11			12	
Modern History						11		10	11	12	
World Issues	11	11,12		12				11	12	12	
Physical Geography	12	12	7		12	11	10,11	11			
Political Geography	10	11	12	12	12	11	11			11	
Regional Geography	9	12			12	9	10,11	11			
Economics		11					11,12	12			
Political Science		12					11,12				
International Relations							1, 6				

[a] both optional and prescribed units

[b] all numbers in the table refer to grades

[c] Similar to Alberta

[d] Similar to B.C.

[1] Source: compiled from most recent curriculum documents available.

SUMMARY

STATUS OF JAPAN CONTENT IN CANADIAN SOCIAL STUDIES CURRICULA. BY PROVINCE AND GRADE.

British Columbia

Grades K - 6 -- Japan is not prescriptively dealt with in the elementary grades but there is room for its inclusion in grades 1, 2, 3, and 6. Resources for integrating Japan in the primary grades are easily procured from the Provincial Educational Media Centre.

Grades 7 - 9 — Japan is mandated in the Social Studies 8 and Social Studies 9 courses under the topics of imperialism and industrialization. Opportunity for incorporating Japan content also exists in the Grade 7 program under the World Past umbrella.

Grades 10 - 12 -- Japan content is prescribed for History 12 under the topic, Imperialism, Militarism and Japan. Optional areas for dealing with Japan are Social Studies 10 : Canada and the Pacific as well as various other areas of the History 12 course; and in three units of the Geography 12 course.

Alberta

Grades K - 6 -- Japan content is specifically treated in Grade 2, within the rubric of Neighbourhoods and Local Communities. Other elementary grades afford the option of incorporating Japan as well. The kindergarten as well as grades 1, 3, and 6 could include Japan in the study of Myself, Families, Lifestyles, and Human Needs.

Grades 7 - 9 — Japan is not specifically prescribed at the Junior High level but the content of Grades 7, 8, and 9 could accommodate Japan. The topics in issue are people and culture (7), institutions (8), and technology (9).

Grades 10 - 12 -- Two grade 11 courses include Japan in their content namely : Global Issues 11 and Social Studies 11. The other secondary school courses which could include Japan are as follows : Participatory Citizenship 10, Global Issues 12, Economics 20, Anthropology 30, World Geography 30, Macro and Micro Economics 30, International Politics 30 and World Religions 30.

Saskatchewan

Grades K - 6 -- There are no prescribed areas where Japan is studied at this level but there is potential for inclusion at the primary levels, i.e. grades 1 and 2 under Learning About Families and Learning About Communities.

Grades 7 - 9 -- The only course that specifically teaches about Japan in the Saskatchewan curriculum is Unit IV of Grade 7 social studies entitled Mountainous Regions.

Grades 10 - 12 -- There are two optional courses where Japan content could be integrated at this level of instruction, namely : Social Studies 20: Cross Cultural Comparison ; and the Geography of Population.

Manitoba

Grades K - 6 -- Although there are no courses with prescribed Japan content at this level, integration is possible in the Grade 1 unit Families, the Grade 3 unit Other Communities and the Grade 4 unit World Communities.

Grades 7 - 9 -- Again there are no courses with prescribed Japan content but integration is possible at the Grade 7 level in Patterns and People Around the World ; and at the Grade 8 level in Non-Western Lifestyles in the Past.

Grades 10 - 12 -- The Grade 12 level offers two courses where integration of Japan content is possible : Social Studies 300/301 Global Concerns and History 300 World Politics Since 1945 (Special Studies).

Ontario

Grades K - 6 -- There is no prescribed Japan content for this grade range in Ontario's Social Studies curriculum. This fact stems from the looseness of the vague curriculum document entitled " The Formative Years." Integration is possible but only if teacher initiatives receive formal approval from the local school board.

Grades 7 - 9 -- The same situation that exists at the elementary level prevails in these grades. The curriculum here is a little more clearly defined but it is not evident that there is a place for integration.

Grades 10 - 12 -- At this level incorporation of Japan content is most likely to succeed. Interestingly this level dovetails with the most detailed area of the curriculum. Urban Studies 11/12, World Politics 11/12, Europe and Asia 10 and World Geography Part II are the courses where the inclusion of optimal Japan content is most likely to be compatible with course objectives.

Quebec

Grades K - 6 -- No specific mention of Japan content is made at this level. A fairly restrictive curriculum does not allow for much, if any, inclusion of Japan.

Grades 7 - 9 -- Again there is nothing prescribed at this level for the study of Japan, but History 310 - The Evolution of the Modern World offers opportunity as does Geography 310 - Regional Geography of the World.

Grades 10 - 12 -- Three courses at this level prescribe Japan content namely : Geography 512 - The Great Powers and International Exchanges ; History 512 -Contemporary World History ; and Geography 51 (675A). There does not appear to be any other optional courses where Japan can be dealt with.

Nova Scotia

Grades K - 6 -- Japan content is not specifically taught in Social Studies at the elementary level. In Grades 1, 2, 4, and 5, Japan could be readily included in the Social Studies programs with respect to the following concept-themes : Families (Grade 1), Communities (Grade 2), People and their Changing Environment (Grade 4), and Canada and the World's People (Grade 5).

Grades 7 - 9 -- Social Studies at the Junior High level does not specifically include Japan as a topic of study. The Civics and Citizenship courses in Grades 7, 8, and 9, however, could include Japan since the content of these courses dealing as it does with local, provincial and federal government systems could incorporate Japanese examples.

Grades 10 - 12 -- Japan is specifically taught in two geography courses at the secondary level. In the Grade 10 course, Geography - Asia: It's Land and People and in the Grade 11 course Geography of Asia, Japan has a place in the subject matter. Other courses in secondary Social Studies afford the option of including Japan. In Grade 10, the only other course which could include Japan is History - Twentieth Century World. The Grade 11 curriculum offers three courses where Japan could be included namely: 1) Geography - Physical Landscapes ; 2) Canada Studies - Canada and the World ; and 3) Modern World Problems. Finally there are two Grade 12 courses that could accomodate Japan namely : Sociology 12 and Economics - National and International.

New Brunswick

Grades K - 6 -- Because of the persistent problems approach in elementary instruction in New Brunswick, curriculum is vague and largely teacher developed. Consequently there is no prescribed area of Japan content. Inclusion, however, is possible. The two topics, Democratic Process and International Relations, show particular potential for accommodating Japan.

Grades 7 - 9 -- Japan content is prescribed for Social Studies 8, section II, Asia. Potential exists for dealing with Japan in sections IV and V of the Social Studies 9 course.

New Brunswick cont'd

Grades 10 - 12 -- Prescribed Japanese content is to be found in Geography 122 under Unit III, Industry. Optional units occur in Economics 122, History 101, Social Studies 123, Political Science 122, History 112, and Geography 102/112.

Prince Edward Island

Grades K - 6 -- No Japan content is prescribed at the elementary level. The restrictive curriculum, in its present form, does not allow for the treatment of Japan.

Grades 7 - 9 -- As with the elementary grades, there are no prescribed areas of Japan content in the Junior High curriculum, which at present is too restrictive to make the necessary allowances.

Grades 10 - 12 -- Although there are no prescribed courses with Japan content, Modern World History 521 (Grade 11) and Modern World Problems 631 (Grade 12) offer ample opportunity for integration of Japan - related material.

Newfoundland

Grades K - 6 -- Japan is not specifically taught in any of the elementary Social Studies. The study of Japan, however, could be treated as an optional topic at the K - 4 levels, which deal specifically with communities. The appropriate method would be to teach communities around the world and use Japan as an example.

Grades 7 - 9 -- Japan is not specifically dealt with at all at the Junior High level but could, however, be taught in a Grade 8 course entitled World Cultures.

Grades 10 - 12 -- Japan content is not specifically dealt with at the secondary level, but could be included in courses in Grades 11 and 12. The

Newfoundland cont'd

subject matter of two courses in Grade 11, entitled World Geography and World History, could encompass Japan as could three courses in Grade 12. The titles for these Grade 12 courses are World History, World Problems and Industry, Technology and Society.

NorthWest Territories

Grades K - 12 -- The NorthWest Territories are similar to the Yukon in that its curriculum is based on the curricula prescribed by another province, in this instance Alberta. The main difference is the emphasis on local natives in the NWT curriculum. All NorthWest Territories courses are about the same as those approved in Alberta but detailed documents were unavailable.

Yukon Territory

Grades K - 12 -- The Yukon Territory curriculum is similar to the British Columbia curriculum but with a heavier emphasis on Canadian native studies. This emphasis will obviously create less opportunity for integration of Japan content than exists in British Columbia. Detailed curriculum documents were unavailable and therefore these comments are based on the most recent references listed at the end of this document.

REFERENCES AND CURRICULUM DOCUMENTS CONSULTED

British Columbia

1) Elementary Social Studies Curriculum Guide - Years 1 - 7 (1983)
2) Social Studies Curriculum Guide - Years 8 - 11 (Interim Edition - 1984)
3) Geography 12 (Revision and reprint of Interim Edition - 1974)
4) History 12 (1972)
5) Western Civilization 12 (1976)
6) Economics 11, Law 11 (1975)

Alberta

1) Alberta Social Studies Curriculum (Overview) - Years 1 - 12 (1981)
2) Alberta Curriculum Guide Description - Years 1 - 3
3) Alberta Curriculum Guide Description - Years 4 - 6
4) Alberta Curriculum Guide Description - Years 7 - 9
5) Program of Studies for Senior High Schools - Years 10 - 12 (1978)

Saskatchewan

1) Elementary Social Studies - Division I - Years 1 - 3 (1972)
2) Elementary Social Studies - Division II - Years 1 - 3 (1973)
3) Social Studies 30 : Canada Studies - Year 12 (1978)

Manitoba

1) An Overview of the K - 12 Social Studies - Interim Revision (1979)

Ontario

1) The Formative Years (1975)
2) Intermediate Division Geography (1977)
3) Intermediate Division History (1977)
4) Geography Senior Division (1978)

Ontario cont'd

5) Man in Society Years 11/12 - Revised (1965)
6) World Politics Years 11/12
7) History and Geography : A Resource Booklet Grade 13 (1968)

Quebec

1) Geography 110 - Introduction to Geography Syllabus (1974)
2) History 210 - Introduction to History Syllabus (1973)
3) Geography 51 (512) - (1972)
4) Geography 412 (1972)

Nova Scotia

1) Public School Programs (1982 - 83) Years K - 12 (1983 - 84)
2) Adjusted Program (Academic) Guide (1980)
3) Geography - Years 7 - 12 (1973)
4) Civics and Citizenship - Years 7 - 9 (1978)
5) Economics 011/012 (1978)
6) Political Science 012 (revised - 1978)
7) Sociology 012 (revised 1978)
8) Law in High School (1978)
9) List of Authorized Instructional Materials of Elementary Levels - List A (1983 - 84)
10) List of Authorized Instructional Materials of Junior/Senior High School Levels - List B (1982)

New Brunswick

1) Elementary Social Studies Syllabus - Years 1 - 7 (1974)
2) Social Studies 103 (1974)
3) Social Studies 113 (1975)
4) Social Studies 123 (1970)
5) History 101 - 111 (1973)
6) History 102 (1979)
7) History 112 (1979)

New Brunswick cont'd

8) History 122 (1973)
9) Geography 102 - 112 - 122 (1979)
10) Political Science 122 (1974)

Newfoundland

1) Program of Studies - Primary (1979 - 80)
- Elementary
- Secondary
2) The Master Guide for Social Studies K - XII in Newfoundland and Labrador
3) Design for Social Studies K - VI in Newfoundland and Labrador

Northwest Territories

1) Approved Programs and Courses (1979 - 80)
2) Elementary Education in the NorthWest Territories
3) Civics (1978)

Yukon Territory

1) Supplementary Guide for Elementary Social Studies - Years 1 - 4 (1975)

Note: The following document was received from the Department of Education for the province of Prince Edward Island too late to be included in this section of the document:

A Style for Every Child Program of studies and related information for schools of Prince Edward Island. (1984 - 85)